

Sample Student Learning Objectives

Example 1: Kindergarten – 2nd Grade Teacher

Teacher(s): *Kindergarten, 1st Grade, 2nd Grade*

Pre-Work: Step 1	Approved Assessment	Assessment: <i>mCLASS</i>		
	Approved Mastery Score	Score:		
Pre-Work: Step 2	Level of Student Preparedness	High – 5 (Green on Fall mCLASS) Medium – 7 (Yellow on Fall mCLASS) Low – 3 (Red on Fall mCLASS)		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 8 of 10 red or yellow students increase one color level between the fall and spring test. No student's level decreases.</i>	<i>At least 6 of 10 red or yellow students increase one color level between the fall and spring test. No student's level decreases.</i>	<i>At least 4 or 10 red or yellow students increase one color level between the fall and spring test. Almost no student's level decreases.</i>	<i>Fewer than 4 of 10 students increase one color level and/or many students decrease in level between the fall and spring test.</i>

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Classroom Reading Assessment</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): 3 Students		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 3 Students Targeted IN Content Standards: Standard 1 – Reading: Word Recognition, Fluency and Vocabulary Development Growth and/or Mastery Goal: All 3 students will increase their reading proficiency by at least one level between the beginning and end of year			

Example 2: 5th or 7th Grade Social Studies Teacher

Teacher(s): 5th or 7th Grade Social Studies Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Social Studies ISTEP+</i>		
	Approved Mastery Score	Score: <i>Pass</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – 3 Medium – 15 Low – 5		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 21 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.</i>	<i>At least 19 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.</i>	<i>At least 12 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.</i>	<i>Fewer than 12 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.</i>

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Historical Document Analysis Rubric</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): <i>5 Students</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 <i>5 Students</i> Targeted IN Content Standards: <i>Standard 1 – History: Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research Growth and/or Mastery Goal:</i> <i>3 out of 5 targeted students will achieve a score of 5 or higher on the Historical Document Analysis Rubric.</i>			

Example 3: 4th or 6th Grade Science Teacher with Tiered Targeted Objective

Teacher(s): 4th or 6th Grade Science Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: Science ISTEP+		
	Approved Mastery Score	Score: Pass		
Pre-Work: Step 2	Level of Student Preparedness	High – 3 Medium – 10 Low – 10		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	At least 19 of 23 students achieve a Pass or Pass+ on the Science ISTEP+ Assessment.	At least 15 of 23 students achieve a Pass or Pass+ on the Science ISTEP+ Assessment.	At least 11 of 23 students will achieve a Pass or Pass+ on the Science ISTEP+ Assessment.	Fewer than 11 of 23 students achieve a Pass or Pass+ on the Science ISTEP+ Assessment.

Pre-Work: Step 1	Approved Assessment	Assessment: Science Reading Assessment		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): 10 Students		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 10 Students Targeted IN Content Standards: Reading for Literacy in Science Standards Growth and/or Mastery Goal: 4 targeted students classified as ELL will correctly answer questions with key Science vocabulary as identified on the word wall; 4 of 6 other targeted students will achieve a score of 15 out of 20 or higher on the Science Reading Assessment.			

Example 4: Elementary Music Teacher

Teacher(s): *Elementary Music Education Teacher*

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Teacher Created Rubric Assessment</i>		
	Approved Mastery Score	Score: <i>6 out of 9 Rubric Points</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – 5 Medium – 12 Low – 4		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 20 out of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.</i>	<i>At least 18 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.</i>	<i>At least 13 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.</i>	<i>Fewer than 13 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.</i>

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Music Reading Assessment</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): 4 Students		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 4 Students Targeted IN Content Standards: Standard 5 – Responding to Music: Reading, Notating and Interpreting Music Growth and/or Mastery Goal: 3 out of 4 targeted students will achieve a score of 20 out of 25 or higher on the Music Reading Assessment.			

Example 5: Elementary English Language Learner

Teacher(s): *Elementary English Language Learner (ELL)*

Pre-Work: Step 1	Approved Assessment	Assessment: <i>LAS Links Assessment</i>		
	Approved Mastery Score	Score: <i>Maintain or increase proficiency level, depending on starting point.</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – <i>1 student at Proficiency Level 4</i> Medium – <i>3 students at Proficiency Level 3</i> Low – <i>4 students at Proficiency Level 1 or 2</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 6 of 8 English Learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.</i>	<i>At least 5 of 8 English Learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.</i>	<i>At least 3 of 8 English Learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.</i>	<i>Fewer than 3 English Learner Students maintained or increased one or more proficiency levels on the LAS Links assessment.</i>

Pre-Work: Step 1	Approved Assessment	Assessment: <i>LAS Links Assessment</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): <i>4 Students</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 <i>4 Students</i> Targeted IN Content Standards: <i>Standard 7, Listening and Speaking: Skills, Strategies and Applications</i> Growth and/or Mastery Goal: <i>3 out of 4 targeted students will increase one or more proficiency levels on the Speaking portion of LAS Links.</i>			

Example 6: Middle School ELA Teacher

Teacher(s): *Middle School English Language Arts Teacher*

Pre-Work: Step 1	Approved Assessment	Assessment: <i>English Language Arts ISTEP+</i>		
	Approved Mastery Score	Score: <i>Pass</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – 2 Medium - 8 Low - 12		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 17 of 22 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>	<i>At least 14 of 22 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>	<i>At least 8 of 22 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>	<i>Fewer than 8 of 22 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>

Pre-Work: Step 1	Approved Assessment	Assessment: <i>English Language Arts ISTEP+, Writing Applications Rubric</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): 12 Students		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 12 Students Targeted IN Content Standards: Standard 4: Writing Process and Features, Standard 5: Writing Applications, Standard 6: Writing English Language Conventions Growth and/or Mastery Goal: 3 of 4 targeted students classified as ELL and 2 of 4 targeted students with IEPs will achieve a score of 3 or higher using the ISTEP+ Writing Applications rubric. Remaining targeted students will score a 4 or higher.			

Example 7: High School 10th Grade English Teacher

Teacher(s): *10th Grade English*

Pre-Work: Step 1	Approved Assessment	Assessment: <i>ECA (End of Course Assessment)</i>		
	Approved Mastery Score	Score: <i>Pass</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – 3 Medium – 17 Low – 6		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 24 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>	<i>At least 21 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>	<i>At least 16 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>	<i>Fewer than 16 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Oral Reading Fluency Assessment</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): 6 Students		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 6 Students Targeted IN Content Standards: Standard 1: Word Recognition, Fluency, and Vocabulary Development Growth and/or Mastery Goal: 4 out of 6 targeted students will increase an average of 10 words per minute over their baseline median score on the Oral Reading Fluency Assessment.			

Example 8: High School AP Chemistry Teacher

Teacher(s): *AP Chemistry Teacher*

Pre-Work: Step 1	Approved Assessment	Assessment: AP Chemistry Exam		
	Approved Mastery Score	Score: 3		
Pre-Work: Step 2	Level of Student Preparedness	High – 11 Medium - 9 Low - 0		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 20 of 20 students achieve a score of 3 or higher on the College Board Exam.</i>	<i>At least 17 of 20 students achieve a score of 3 or higher on the College Board Exam.</i>	<i>At least 14 of 20 students achieve a score of 3 or higher on the College Board Exam.</i>	<i>Fewer than 14 of 20 students achieve a score of 3 or higher on the College Board Exam.</i>

Pre-Work: Step 1	Approved Assessment	Assessment: School Created Advanced Stoichiometry Assessment		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): No students in this bucket. Medium: 9 students		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 No students in this bucket due to pre-requisite for course enrollment. Target 9 medium level students. Targeted IN Content Standards: Standard 4: Reactions and Stoichiometry Growth and/or Mastery Goal: All targeted students will achieve a score of 12 out of 15 or higher on the Advanced Stoichiometry assessment.			

Example 9: High School 11th Grade U.S. History Teacher

Teacher(s): **11th Grade U.S. History Teacher**

Pre-Work: Step 1	Approved Assessment	Assessment: Department Created End of Course Assessment		
	Approved Mastery Score	Score: 65 out of 80 or 81%		
Pre-Work: Step 2	Level of Student Preparedness	High – 5 Medium – 10 Low – 10		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	At least 21 of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.	At least 19 of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.	At least 15 of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.	Fewer than 15 of 25 students achieve a score of 65 out of 80 on the End of Course Assessment.

Pre-Work: Step 1	Approved Assessment	Assessment: Department Created End of Course Assessment		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): 10 Students		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 10 Students Targeted IN Content Standards: Common Core State Standards for Literacy in History/Social Studies Growth and/or Mastery Goal: 8 out of 10 targeted students will correctly answer at least 12 of 15 questions targeting Common Core Literacy Standards for History/Social Studies on the End of Course Assessment.			

Example 10: High School Drama Teacher

Teacher(s): *High School (9-12) Theatre Teacher*

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Classroom Teacher Created End of Course Assessment</i>		
	Approved Mastery Score	Score: <i>85 out of 100 or 85%</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – 6 Medium – 15 Low - 3		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 23 of 24 students achieve a score of 85 out of 100 or above on the End of Course Assessment.</i>	<i>At least 20 of 24 students achieve a score of 85 out of 100 or above on the End of Course Assessment.</i>	<i>At least 16 of 24 students achieve a score of 85 out of 100 or above on the End of Course Assessment.</i>	<i>Fewer than 16 of 24 students achieve a score of 85 out of 100 on the End of Course Assessment.</i>

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Student Performance Rubric</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): 3 Students		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 3 Students Targeted IN Content Standards: Standard 6 (Students create scripts and theatre pieces through collaboration, inquiry, and improvisation) and Standard 8 (Students develop acting skills through observation, improvisation, and script analysis. Growth and/or Mastery Goal: 2 out of 3 targeted students will achieve a score of 4 out of 6 or higher on the Student Performance Rubric assessing student mastery of Indiana Academic Theatre Standards 6 and 8.			

Example 11: Teacher with Two Semester Exams

Teacher(s): *High School (9-12) Geometry Teacher*

Pre-Work: Step 1	Approved Assessment	Assessment 1: Geometry Semester 1 Final Exam Assessment 2: Geometry Semester 2 Final Exam		
	Approved Mastery Score	Score 1: Semester 1 Exam = 87/100 Score 2: Semester 1 Exam = 82/100		
Pre-Work: Step 2	Level of Student Preparedness	High – 7 Medium – 13 Low – 5		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	At least 22 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam AND At least 22 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.	At least 19 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam AND At least 19 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.	At least 16 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam AND At least 16 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.	Fewer than 16 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam AND Fewer than 16 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.

Pre-Work: Step 1	Approved Assessment	Assessment 1: Geometry Semester 1 Final Exam Assessment 2: Geometry Semester 2 Final Exam		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): 5 Students		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 5 Students Targeted IN Content Standards: MA.G.8 2000 - Mathematical Reasoning and Problem Solving Growth and/or Mastery Goal: 3 out of 5 targeted students will answer at least 6 of 10 problem-solving questions correctly on EACH end of semester exam.			

Example 12: Speech and Language Pathologist with Two Targeted Goals*

Teacher(s): **Elementary Speech and Language Pathologist**

Pre-Work: Step 1	Approved Assessment	Assessment: Stephens Oral Language Screening Test (SOLST)		
Pre-Work: Step 2	Level of Student Preparedness	Low : The 12 students who have/er/ as a targeted error		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	Met goal or otherwise demonstrated significant student mastery or progress	Did not fully meet goal, but showed some student mastery or progress.	Did not meet goal, little to no student mastery or progress.
Step 3: Targeted Learning Objective	Targeted Population: 12 students Targeted IN Content Standards: 2nd Grade ELA Standard 7.6: Speak clearly and at an appropriate pace for the type of communication (such as informal discussion or a report to the class) Growth and/or Achievement Goal: All 12 students will improve their number of correct responses on the assessment by 4 between the beginning and end of the year.			

Pre-Work: Step 1	Approved Assessment	Assessment: Stephens Oral Language Screening Test (SOLST)		
Pre-Work: Step 2	Level of Student Preparedness	Low : The 7 students who scored less than or equal to 60% on the SOLST test for abstract language		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	Met goal or otherwise demonstrated significant student mastery or progress	Did not fully meet goal, but showed some student mastery or progress.	Did not meet goal, little to no student mastery or progress.
Step 3: Targeted Learning Objective	Targeted Population: 7 students Targeted IN Content Standards: 6th grade ELA Standard 1: Increase semantic language skills by comprehending and utilizing abstract language (idioms, figurative language phrases) during a variety of activities Growth and/or Achievement Goal: 5 out of 7 students will improve their comprehension and utilization of abstract language by 80% or greater as measured on Stephens Oral Language Screening Test			

*Speech and Language Pathologists can use either two Targeted, or a Class and a Targeted objective to best meet the needs of their students.

Example 13: Special Education Teacher with Two Targeted Goals*

Teacher(s): *Jr. High SPED teacher, Life Skills classroom*

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Kauffman test of Educational Achievement (K-TEA II). The two reading sections used are: Letter and Word recognition and Reading Comprehension.</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low : <i>The 8 students in my class reading at a 3.4 or lower on the Kauffman Test of Educational Achievement (K-TEA II)</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: 8 students Targeted IN Content Standards: 2nd grade ELA Standard 2.4: "Ask and respond to questions (when, where, why, what, if, how) to aid comprehensive about important elements of informational texts." Growth and/or Achievement Goal: 5 out of 8 students will increase their overall reading proficiency by a grade level between the beginning and end of the year.			

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Common Corporation assessment for identification of coins</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low : <i>The 6 students in my class who cannot identify coins, measured by beginning-of-course diagnostic assessments</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: 6 students Targeted IN Content Standards: 2nd grade Math Standard 5.12: Find the value of a collection of pennies, nickels, dimes, quarters, half-dollars, and dollars. Growth and/or Achievement Goal: 4 out of 6 students will accurately identify all coins on the end-of-course common corporation assessment.			

*Special Education teachers can use either two Targeted, or a Class and a Targeted objective to best meet the needs of their students. While the special education examples in this handbook highlight the use of two Targeted objectives, certainly some special education teachers will find the use of the Class objective more appropriate.

Example 14: Special Education Teacher with Two Targeted Goals*

Teacher(s): *High School Resource Room teacher*

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Algebra 1 ECA</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low : <i>My 10 students enrolled in Algebra 1</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: 10 students Targeted IN Content Standards: All Algebra 1 standards Growth and/or Achievement Goal: 7 out of the 10 students will pass Algebra 1 ECA (This goal has been discussed with their Algebra 1 teachers as well. We have the same expectations for these students)			

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Common school assessment for standard MA.8.7.3 2000 and MA.8.7.4 2000 (administered in December)</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low : <i>My 5 students enrolled in Geometry</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: 5 students Targeted IN Content Standards: 8th Grade Math Standard 8, sub-standards 3 and 4: 3 – Decide when and how to break a problem into simpler parts, and 4 – Apply strategies and results from simpler problems to solve more complex problems (We are targeting these 8th grade standards based on results from our beginning-of-year diagnostic assessment, which demonstrated weaknesses for my students in these skills, and the geometry teachers feel that these skills are very important to success in their course) Growth and/or Achievement Goal: 4 out of 5 students will get a 70% or higher on the common school assessment for these standards			

*Special Education teachers can use either two Targeted, or a Class and a Targeted objective to best meet the needs of their students. While the special education examples in this handbook highlight the use of two Targeted objectives, certainly some special education teachers will find the use of the Class objective more appropriate.